

# Example Candidate Responses

Cambridge  
International  
AS & A Level

## Cambridge International AS and A Level English Language

9093

Paper 4

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## Introduction

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The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS and A Level English (9093), and to show how different levels of candidates' performance (high, middle and low) relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen to exemplify a range of answers. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

Each response is annotated with clear explanation of where and why marks were awarded or omitted. This, in turn, followed by examiner comments on how the answer could have been improved. In this way it is possible for you to understand what candidates have done to gain their marks and what they will have to do to improve their answers. At the end there is a list of common mistakes candidates made in their answers for each question.

This document provides illustrative examples of candidate work. These help teachers to assess the standard required to achieve marks, beyond the guidance of the mark scheme. Some question types where the answer is clear from the mark scheme, such as short answers and multiple choice, have therefore been omitted.

The questions, mark schemes and pre-release material used here are available to download from Teacher Support.

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at <https://teachers.cie.org.uk>

## How to use this booklet

Example candidate response – high	Examiner comments
<p>Ms Gillard's speech is characterised by strong, emotive language and an accusatory, outraged tone. It is written in a thought-provoking manner, and exposes the flaws of the Leader of the opposition <b>1</b></p> <p>she and the mistaken by ad conviction. <b>2</b> something attention of they feel compelled</p> <p>She refers to Abbott repeatedly as "this man". Such a phrase resonates as slight, bathing, contempt and disgusts. By choosing not to give him a name or title here, she reduces his influence and importance</p>	<p><b>1</b> Immediate and purposeful assessment of the tone of the passage.</p> <p><b>2</b> Examiner comments are alongside the answers, linked to specific part of the answer. These explain where and why marks were awarded. This helps you to interpret the standard of Cambridge exams and helps your learners to refine exam technique.</p>

### How the candidate could have improved the answer

There was some engagement with the passage but the focus was very variable and rhetorical devices

The response would have benefited from a more focused analysis and this prevented any clear exam

This explains how the candidate could have improved the answer. This helps you to interpret the standard of Cambridge exams and helps your learners to refine exam technique.

### Common mistakes candidates made in this question

The examiner expected candidates to:

- identify language examples and features of the passage
- comment on specific effects of the chosen language and the overall effect of the passage as a whole

Lists the common mistakes candidates made in answering each question. This will help your learners to avoid these mistakes at the exam and give them the best chance of achieving a high mark.

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## Assessment at a glance

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For Cambridge International AS and A Level English Language, candidates:

- take Papers 1 and 2 only (for the Cambridge International AS qualification)

or

- follow a staged assessment route by taking Papers 1 and 2 (for the Cambridge International AS qualification) in one series, then Papers 3 and 4 (for the Cambridge International A Level qualification) in a later series

or

- take Papers 1, 2, 3 and 4 only in the same examination series, leading to the full Cambridge International A Level.

**Cambridge International AS Level** candidates take:

<b>Paper 1 Passages</b>	<b>Duration</b>	<b>Weighting</b>
The paper contains three questions.  Candidates answer two questions: Question 1, and either Question 2 or Question 3.  Questions carry equal marks.  Externally assessed. 50 marks	2 hours 15 minutes	50%

and

<b>Paper 2 Writing</b>	<b>Duration</b>	<b>Weighting</b>
Two sections: Section A and Section B.  Candidates answer two questions: one from Section A and one from Section B.  Questions carry equal marks.  Externally assessed. 50 marks	2 hours	50%

Cambridge International A Level candidates take:

Paper 1 Passages	Duration	Weighting
<p>The paper contains three questions.</p> <p>Candidates answer two questions: Question 1, and either Question 2 or Question 3.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours 15 minutes	25%

and

Paper 2 Writing	Duration	Weighting
<p>Two sections: Section A and Section B.</p> <p>Candidates answer two questions: one from Section A and one from Section B.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours	25%

and

Paper 3 Text Analysis	Duration	Weighting
<p>The paper contains two questions</p> <p>Candidates must answer both questions.</p> <p>Questions carry equal marks.</p> <p>Externally assessed. 50 marks</p>	2 hours 15 minutes	25%

and

Paper 4 Language Topics	Duration	Weighting
<p>The paper contains three questions, each on a separate topic area.</p> <p>Candidates answer two questions.</p> <p>Questions carry equal marks</p> <p>Externally assessed. 50 marks</p>	2 hours 15 minutes	25%

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## Question 1

Example candidate response – high	Examiner comments
<p>The transcription is <del>an interview</del> a television interview between Piers Morgan and Usain Bolt after the London 2012 Olympics. As it is an interview, there is spontaneous speech on Bolt's side, whilst Morgan has prepared speech. <b>1</b></p> <p>Piers Morgan displays sociolect with the word 'dolt' which displays the television interview to be primarily catered for a British audience, as they would understand the term. This idea is carried forward with Bolt's specific mentioning of the London Olympics as he praises the people of London for the mass support <b>2</b> 'but at London (.) early in the morning (.) EVERYBODY was out', 'for me the energy that I got in London was wonderful'. This thus displays the interview to be first and foremost directed at a British audience. However, the wide use of high frequency words show the interview to cater to a wide audience, across the world, as it can be easily understood, as the topic of Usain Bolt would be interesting across culture and countries. <b>3</b></p> <p>There is, however, a brief mention of topic specific jargon when Morgan brings up 'valeriy borzov' as only people would avidly follow the</p>	<p><b>1</b> The introduction demonstrates the candidate's clear understanding of the context.</p> <p><b>2</b> The candidate develops an insight into the specific audience using appropriate evidence from the transcript.</p> <p><b>3</b> A counter-argument is set up and developed, using some linguistic terminology.</p>



Example candidate response – high, continued	Examiner comments
<p>athletics would know would he is.  However, Morgan goes on to combat this by providing the information, 'on the one hundred metres (.) the Russian'. This, thus, provides enough information for an audience not well up on athletics to get the gist of the reference. <b>4</b></p>	<p><b>4</b> The concept of language to include or exclude is explored using appropriate evidence.</p>
<p>As it is an interview, Morgan caters to <del>an audience</del> the audience by asking popular questions like, 'how do you feel', 'what does it take to be a CHAMPION?', 'what <del>is</del> is it that motivates you most now?'. The purpose of this interview is to gain an insight into Usain Bolt's life for the audience's sake. <b>5</b></p>	<p><b>5</b> Language and purpose is further examined. The candidate continues to select appropriately from the transcript.</p>
<p>The tone of the interview is informal with the use of slang words like 'dolt' and 'cool'.</p>	
<p>As it is an interview, Morgan, though he says less than Bolt, dominates the conversation due to the power he holds. <b>6</b> As Morgan is the interviewer, he controls the <del>covered</del> conversation with <del>the</del> the questions he puts to Bolt, '<del>to</del> what does it take to be a CHAMPION?', 'what is it that motivates you most now?'. Morgan, thus, guides the <del>conversation</del> Bolt's</p>	<p><b>6</b> The candidate now begins to examine language and power and the status of the interlocutors within the context.</p>

Example candidate response – high, continued	Examiner comments
<p>answers. This is explicitly portrayed when Morgan asks 'so how does that make you feel?' and Bolt has the short reply of 'i(.) i feel GOOD (1) i feel good'. Thus, Morgan has to <del>prompt</del> prompt more information from Bolt with the follow up question, 'how many people do you meet on a daily basis that go (.) you are my hero'. This question is more specific and would be easier for Bolt to answer than Morgan's <b>7</b> first vague question.</p> <p>Morgan, throughout the interview, has little to <del>none</del> no non-fluency features as he has prepared his questions for Bolt, and possibly his personal anecdote about Boreav, beforehand. However, Bolt has a plethora of non-fluency features that can be attributed to spontaneous speech. <b>8</b> These include false starts, 'i(.) i feel GOOD', 'its (.) its ALL', <del>as</del> pauses, '(.)' and fillers, 'err'. These contribute to the idea that Bolt's speech wasn't prepared as it presents a clear contrast between himself and Morgan, which serves to increase Morgan's dominance in the conversation. <b>9</b></p> <p>However, with Morgan's anecdote</p>	<p><b>7</b> The candidate comments fully on the structures of questions posed by the interviewer.</p> <p><b>8</b> The response is comparative in its exploration of the interlocutors' utterances and their linguistic features.</p> <p><b>9</b> In developing the response further, the candidate now applies the analysis to the previous exploration of language and power.</p>

Example candidate response – high, continued	Examiner comments
<p>about Borzou and his own opinion of the hundred metre dash as being the 'GREATEST test of a man', he violates, seemingly unintentionally, Grice's maxim of Relevance as it doesn't serve to add to the conversation. This is conveyed through Bolt's response, 'it's true'. The brevity of Bolt's utterance portrays the sentiment that Morgan's anecdote had no relevant bearing on <del>the</del> the conversation topic of Usain Bolt. <b>10</b></p> <p>However, Morgan makes use of politeness principles from both Leech and Lakoff. Morgan uses Leech's maxim of Approbation when he maximises praise of Usain Bolt, 'it's because YOU'RE my hero' and 'golden bolts mind'. <del>It</del> This serves to flatter Bolt and put him at ease with <del>the</del> the conversation. <b>11</b> Morgan also makes use of Lakoff's idea that, to be polite, you supply the other participant with <del>many</del> many options, 'is it <del>the</del> the winning? (.) is it being the champ? (.) is it the money? (.) is it fame? (.) is it the women? (.) is it ALL of it do you think?'. This strategy <b>12</b> proves effective as Bolt confirms that 'it's All those factors', therefore, by</p>	<p><b>10</b> The candidate applies the theory of Grice with insightful comments and uses appropriate evidence from the transcript.</p> <p><b>11</b> The candidate continues to apply theory, demonstrating knowledge and insight regarding Morgan's ingratiating way of communicating with Bolt.</p> <p><b>12</b> The candidate identifies Morgan's questioning technique as strategic, effectively using a further theory on politeness.</p>

Example candidate response – high, continued	Examiner comments
<p>providing Bolt with many options, Morgan makes Bolt's part in the conversation easier by essentially summarising everything up for him.</p> <p>Bolt's paralinguistic features when he 'smiles' serve provide a visual aspect for the audience as it is televised. The tone of the interview is informal with the use of the slang words, 'dolt', 'cool' and 'whoop', and the use of prosodic features such as the increased volume, 'CHAMPION', 'ESPECIALLY' and stressed words, 'feel', 'great' serves to create an elevated and exciting atmosphere for and audience. <del>list</del> <b>13</b></p>	<p><b>13</b> The conclusion includes comments on linguistic features and returns to the original points made about the effectiveness of the conversation set into the context of a television interview.</p> <p><b>Total mark awarded = 21 out of 25</b></p>

### How the candidate could have improved the answer

At times, the candidate lost articulacy and the written language became rather informal. To improve the answer the candidate could have maintained an academic tone throughout.

There were sections of the response which could have been improved by using more precise linguistic terminology to describe the language features being explored, especially in the section of the essay concerning questioning techniques.

The candidate's focus was generally on how the audience might be affected. While this is commendable, the candidate could have included more comments specifically on the context of Bolt's recent achievements.

Where there was discussion on language and status, this could have been made more specific with an application of language theory on this subject.

Example candidate response – middle	Examiner comments
<p>The transcript, a television interview, is conducted around the specific topic of athletics and Usain Bolt's success in the London 2012 Olympics. The speakers therefore successfully communicate to one another by using specific topics on athletics through their relevant language, to create a coherent and relatable conversation. <b>1</b></p> <p>The interviewer's greeting is eliminated and rather Piers Morgan initiates the conversation by praising Usain Bolt as his "hero", relevant to his success in winning three gold medals. This is an example of Halliday's register techniques, in which the manner of directing the topic of conversation represents the praise formality yet laid back <b>2</b> register of the interviewer. This leads to the field of conversation (Halliday), of Usain's success and admiration being the focus of the conversation and introduces the topic of a <sup>coherent</sup> <del>coherent</del> conversation, <del>in</del> in the mode of a spoken interview.</p> <p>As it is a television interview, the speakers create a coherent conversation through the features of spontaneous speech. Particularly, Usain responds by using repetition "I feel good, I feel good" and "I was doing well, doing well", not only is this a feature of an informal conversation, yet it exaggerates his feelings and excitement towards the Olympics, creating an easy and spontaneous <b>3</b> atmosphere in which the interviewer can respond more <del>etc</del> enthusiastically. The use of non-fluency <del>feat</del> features: "err" used by Usain further portray the unprepared content of his answers, highlighting the natural and</p>	<p><b>1</b> The introduction offers a succinct explanation of the context provided.</p> <p><b>2</b> The candidate introduces a language theory to comment on the register of the interview.</p> <p><b>3</b> The candidate demonstrates knowledge of spontaneity and selects appropriately from the transcript as evidence.</p>

Example candidate response – middle, continued	Examiner comments
<p>honest remarks that have not been edited and pre-planned to perfection. The interviewer's questions are asked through intonation; "goes through the golden bolts mind", it is a subtle, yet effective way, <sup>in which</sup> the interviewer progresses the conversation prompting a response from Usain. The questions, provoke lengthy responses from the respondent, enabling listeners and advocating his love of the sport through his elaborative reactions. <b>4</b> Usain effectively describes his passion through detail, with features of a spoken conversation. In his responses, the use of an interrupted construction; "you, all you try to do", focuses his train of thought and the direction of the conversation. The use of incomplete construction; "the olympics went out there..." re-directs his response from the general topic of the olympics to a more direct and personal approach, which effectively directs his attention to the purpose of the interviewer's question and to not go off topic. This focuses the direction of the conversation and enables direct answers to the interview questions. <b>5</b></p> <p>The direction and flow of the conversation is further prompted by <sup>Usain Bolt's</sup> <del>Piers Morgan's</del> use of fillers; "it's true", which gives Piers Morgan the <del>under</del> knowledge of his participation. This relates to Goffman's face theory as Usain Bolt acknowledges the stance and direction the interview is going in and subsequently reassures Piers Morgan in his attendance by acknowledging his remark <sup>that</sup> of the "hundred metre dash is the greatest test". <b>6</b></p>	<p><b>4</b> The candidate attempts to explore the nature of Morgan's questioning technique.</p> <p><b>5</b> The candidate demonstrates understanding of the structure of the interview and applies some technical terminology to describe the effects conveyed by language and purpose.</p> <p><b>6</b> There is a brief comment on Goffman's theory which is appropriate, to an extent.</p>

Example candidate response – middle, continued	Examiner comments
<p>This makes the interviewers' statements and facts about specific field events relatable to Usain, and effective in the conversations effectiveness. Through using relevance (Grice's maxims) of the Olympics, further substance <b>7</b> is created factually, along with creating a coherent interview. Another maxim of Grice is followed through the honest remarks made by Usain (quantity), this adds "it's just hard work for me". adding to the quality of the transcript, portraying the real effects to the listening and viewing audience, creating a genuine interview. This enables a detailed and personal conversation to commence as personal information; "Fans are one of the biggest to me"; "to clear my mind" give insight into Usain's personal life, and not just a public sportsman athlete.</p> <p>The <sup>lead-back</sup> atmosphere of the interview enables Usain to elaborate into his personal life, opening up to Piers Morgan. The use of positive politeness + "you're my hero" and "is it being the champ" are evidence of positive politeness (Politeness theory), which praises the other speaker through motivational and <del>some</del> complimentary remarks <b>8</b> Further Principles (Lakoff) provide an effect to make the receiver, Usain feel good. This is evident in the remarks; "golden bolts", "to be a champion" and "to be a great champion" which boost Usain's confidence and slight ego in prompting elaborative and detailed responses, providing the conversation with a lead back at praise atmosphere.</p>	<p><b>7</b> The candidate demonstrates knowledge of Grice's maxims and successfully applies theory to argument with evidence from the transcript.</p> <p><b>8</b> The candidate's brief comments on politeness theories demonstrate an understanding of the purpose of the interview and the effects of Morgan's flattery.</p>

Question 1

Example candidate response – middle, continued	Examiner comments
<p>A coherent and elaborative conversation is effectively created through the use of conversation features, to enable <sup>and</sup> enable the flow of conversation through features of spontaneous speech. Furthermore the use of politeness theory, face theory, cooperative theory and Halliday's register techniques, the interviewer creates a laid-back and relatable atmosphere for usain to communicate his triumphs. 9</p>	<p>9 The conclusion is a succinct precis of the candidate's points raised.</p> <p><b>Total mark awarded = 12 out of 25</b></p>

How the candidate could have improved the answer

The candidate could have improved the answer by a fuller explanation of Goffman's theory. The brief discussion of this was only appropriate to an extent and could have been the subject of a more developed exploration.

Further theories on politeness were briefly mentioned. These were not all attributed to a theorist: the candidate could have improved the response by using specific names and by providing an explanation as to how and why a particular theory could be applied to the linguistic ingredients of the transcript.

The candidate stated that the interview was spontaneous for both interlocutors. The response could have been improved by closer reading, as Morgan's questions were prepared, and only Bolt's replies were spontaneous; this aspect of the interview affected the overall levels of formality which did not match. This was a fundamental element of the language used in the transcription which in the candidate's case was not recognised.



Example candidate response – low	Examiner comments
<p>The text is an interview, <sup>were</sup> where the interviewer was interviewing Usain Bolt. The text <sup>1</sup> is made up of different languages. At the start of the interview, Piers Morgan introduces the <sup>effect</sup> effect to <sup>other</sup> other the interview. This is shown by the phrase, 'its because YOURF my hero (1) so how does that make you feel.' This shows that Piers Morgan has been a big fan of Usain Bolt since way back. He makes it look like he is his biggest fan. This is also shown by the <sup>rouse</sup> ruse of voice, <sup>on</sup> <sup>2</sup> 'YOURF.' This statement opens the conversation, but also affects the <del>the</del> context. Usain Bolt automatically talks about his feelings when fans tell him how they feel about him. Piers Morgan affects by emotions.</p> <p>As the interview goes by, the context changes to childhood memories. Piers Morgan bring up how he was intrigued by Olympics. However, he stresses out how olympics can also test men, even though he was first motivated by a Russian woman. language is affected. <sup>3</sup></p> <p><del>At</del> As the interview proceeds, Usain Bolt starts getting involved. Non-standard language is shown from Usain Bolt. He <sup>4</sup> affects the language of the text by talking about how he prepares himself, seconds before he explodes. This can be shown by the phrase, "try to NOT think about anything." Usain could be talking about</p>	<p><sup>1</sup> The candidate demonstrates some confusion.</p> <p><sup>2</sup> The candidate selects appropriately from the transcript to demonstrate understanding of language and purpose.</p> <p><sup>3</sup> The candidate offers assertion on the content of the interview with some misreading.</p> <p><sup>4</sup> The candidate offers a brief comment on Bolt's use of language and continues by paraphrasing the transcript.</p>

Example candidate response – low, continued	Examiner comments
<p>stressing matters of <del>the</del> life. If ones thinks about stressing issues, it could hold you back from performing well, up to full capabilities. He goes on to talk about taking deep breaths before he explodes.</p> <p>The interviewer, Piers Morgan, goes on to affect the language of the text by talking about champions. Champions are people who've achieved something <del>are</del> great and beyond. Which Bolt has, achieved many gold medals in hundred metre races. This has labelled him as the fastest man on earth. Therefore, he becomes a champion. Bolt <del>is</del> talks about three things, hard-work, dedication and having a great team. Usain <b>5</b> engages himself to the interview by talking about how having a great supporting team really helped him. This can be shown by the phrase, "for me." He goes on to engage people who helped him, for example, his coach who played a huge role in his career.</p> <p>This can be shown by the phrase, "ESPECIALLY - my coach." The capital letters show really how Usain's coach supported him. Also how he was grateful. <b>6</b></p> <p>The interviewer goes on to ask the things that really motivates Usain to do great in his career. Automatically, the context of the text is affect. Usain goes on to talk about the fans. He even even gives estimulations of the people who</p>	<p><b>5</b> There is further paraphrasing of the transcript.</p> <p><b>6</b> The response is narrative rather than linguistic.</p>

Example candidate response – low, continued	Examiner comments
<p>come to support him. Ucin gas on to explain what these pros really do - to make him achieve more. This is shown by the phrase, " (...) the energy that they give me." <b>7</b></p> <p>However, both the people involved in the interview are good speakers of English. Even though Ucin was giving himself more time to think of what to answer, " (...) err." The 'err' is shown twice in the text.</p> <p>Also Ucin Balt was including imaginary sounds, like, 'whoos?'</p> <p>For Piers Morgan, it is clear that the English is really good. Which is expected because of the environment he lives in, also because of the type of his job. <b>8</b></p> <p>Therefore, to a greater extend the language used in the text affect the context. To a lesser extend the language did not affect the text. This is especially shown when Ucin agrees to what Piers says about hundred metre races. Ucin just agrees with, " it true, statement</p>	<p><b>7</b> The candidate spots some features of the transcript and provides a generalised comment.</p> <p><b>8</b> The candidate attempts to provide a basic sociological comment.</p> <p><b>Total mark awarded = 4 out of 25</b></p>

## Question 1

### How the candidate could have improved the answer

The response opened with some confusion which may have been due to the candidate's loss of control of written English.

As the essay continued, it was clear that the candidate understood the context and was able to select evidence from the transcription. However, the response was largely narrative, paraphrasing chronologically the content of the piece, rather than offering a linguistic analysis.

Comments displayed a tendency to unsupported assertion regarding semantic meaning of the interview and some comments showed misreading. An initial close reading of the transcription may have avoided this latter issue.

Overall, the candidate could have improved the answer by identifying specific linguistic elements using technical terminology and making an exploration of language, structure and purpose, rather than only paraphrasing the transcription.

### Common mistakes candidates made in this question

Candidates often tried to assess the socio-economic status of the interlocutors by attempting to analyse accent which was not presented by the transcription. In doing so, the response became irrelevant to the question. Candidates also attempted to criticise the quality of English used by the interlocutors. It was not part of the question to assess or offer assertion on the interlocutors' intellectual status.

Candidates were generally keen to demonstrate their knowledge of genderlect. However, discussion on language and gender is only one aspect of spoken language and candidates should have taken care not to allow it to dominate the response.

Weaker candidates who referred to language theorists commonly did not give a satisfactory explanation of the theory and why it was appropriate for it to be applied to elements of the transcription. Candidates should have been aware that it is not sufficient merely to mention a theorist's name.

Candidates needed to be aware of the conventions of conversation transcription. Some candidates criticised the interlocutors for not using punctuation in their utterances: according to transcription convention, punctuation is not used.

Weaker candidates lost control of their own written language at times. They also offered a generalised, rather than analytical, response using standard English terms. Candidates should have used technical linguistic terminology to describe the linguistic elements and to explore the effects and qualities conveyed by language, structure, purpose and context.

## Question 2

## Example candidate response – high

This article takes on a neutral perspective, highlighting the fact that all languages have a place in the world whilst simultaneously acknowledging English's present and ~~forces~~ foreseeable power. **1**

An interesting argument is raised with the ~~mention~~ mention of "China's growing economic might". There is a link made to economic power being the driving force behind any one language's power.

This is certainly true at the moment with the USA holding the world's most power economically, English is a global language and an official lingua franca in over a quarter of the world's countries. **2**

Yet it is interesting that this article insists that Mandarin will not ~~become the next~~ replace English despite "China's growing economic might". The ~~reason~~ reason, the article suggests, is that English will not be "a marker of the elite" but the language of all – "a basic skill". **3**

Describing English as "a marker of the elite" is certainly a true statement. Although English

## Examiner comments

**1** The introduction is articulate and succinct.

**2** The candidate demonstrates understanding of the argument set up by the passage, provides evidence from the text appropriately, and develops the response by applying wider knowledge of the current global situation regarding language and power.

**3** The candidate explores the linguistic issue by selecting appropriately from the context provided.

Example candidate response – high, continued	Examiner comments
<p>is not as elitist as Latin was, it is still seen as the language of power and prosperity in many places — particularly in countries where the majority of people are foreign language English speakers at best. When I live, one can get called "with a shout" of "Hey, English!" on the street if the colour of one's skin or one's attire is foreign. The implication is always that those who can speak English, or look English are better and more powerful.</p> <p>If this is to change, as the article suggests it will, then English has to move from a language attached to economic power to a tool, a "basic skill" as the article states. This brings to mind the concept of education and teaching in English — <sup>5</sup> a topic being disputed at the moment as people question to what level English should be enforced and whether pidgins, <sup>dialects</sup> and creoles of English <sup>6</sup> should be accepted. The article makes note of this, <del>stat</del> referring to "Education First's" investment in millions of people's education, a company which specialises in</p>	<p><b>4</b> The candidate explains language and elitism by applying examples from wider personal experience.</p> <p><b>5</b> The candidate develops the response through language and power to education, mirroring the passage provided and making appropriate reference.</p> <p><b>6</b> The candidate demonstrates knowledge of the stages of development of a language.</p>

Example candidate response – high, continued	Examiner comments
<p>teaching English. It is evident that English is still very much a desired language and one questions whether Mandarin would even have a chance against this well-established language. One is reminded of the almost scary way in which English is taught in China itself. Thousands of students are led in highly enthusiastic chants, screaming things like "Perfect! Perfect! I want to speak perfect English! I want to improve my life!". <b>7</b> The undeniable link <del>to</del> between English and prosperity is highlighted here as students are taught that English means a better future.</p> <p>Yet there is a danger in the over-glorification of English. <b>8</b> The article recognises this in the humorous anecdote about writing French emails, as well as in the conclusion that if we all try to speak each other's languages, "in the end, we'll all understand each other". <b>9</b> This view, I find, is a healthy one; a view lacking the anger that often results from debates about which language is better. Rather than the aggressive stamping-out of other languages that happened in the seven teen and</p>	<p><b>7</b> The candidate demonstrates evidence of wider experience of learning English.</p> <p><b>8</b> The candidate recognises the counter-argument, making appropriate reference to the passage and carefully selecting evidence.</p> <p><b>9</b> The candidate offers personal opinion on the linguistic issue.</p>

## Example candidate response – high, continued

## Examiner comments

eighteen hundreds at the height of Britain's colonial period. One report recorded the event of a small Maori boy (from New Zealand) ~~was~~ <sup>being</sup> beaten and told never to speak the ~~the~~ native language (Te Reo Maori) at school because if he wanted to prosper, English was the only way. Fortunately, when New Zealand faced the near-death of Te Reo Maori <sup>in the 1980s</sup>, they brought it back into schools and commerce, reviving it to the thriving language it is today.

10

An important point is also highlighted with the phrase "English speakers like me, who have struggled to master a foreign language". This, ~~the~~ and the statistic that "only 10% of native-born Americans can speak a second language" bring to light the complacency of many first language ~~English~~ English speakers worldwide who do not see the need to learn another language. 11

Everything they need can be bought, talked about and watched in English — so why bother? I believe ~~a~~ that some attempt, if only "adorable", must be made to speak the language of others. As the writer says in line 34,

10 The candidate applies evidence of wider reading on the spread of English and language death.

11 The candidate explores language complacency by making reference to the passage and selecting appropriate evidence.



Example candidate response – high, continued	Examiner comments
<p>“the dominance of English is no excuse for monolingual native speakers to slack off”. This is true in every sense of the word.</p> <p><b>12</b></p> <p>The mention of international organisations and bodies using English is an interesting topic. Only a very small percentage of international companies use other languages besides English. Apart from the companies mentioned (Nokia and SAP), one can think of the recent rise of the cellphone brand Huawei – a Chinese company. <b>13</b> Despite their origin and the fact that their</p>	<p><b>12</b> The candidate offers personal opinion.</p> <p><b>13</b> The candidate demonstrates understanding of English in international business settings by exploring the passage and offering further examples from wider reading.</p>

Example candidate response – high, continued	Examiner comments
<p>products are fast becoming a competitor for Samsung, they advertise in English because it is what sells. To my mind, it is dubious whether a country which is currently choosing English over their own language will, in the future, decide to suddenly change to Mandarin and expect the entire commercial and economic world to change with them. <sup>14</sup> Of course, many argue that it will be a gradual change. Still, it is unlikely when "an incredible 100,000 native English speakers are currently teaching" in China.</p> <p>Finally, it is interesting that the writer looks at this topic from a "global business" point of view. In business, especially when dealing with international relations and trade, communication is almost more important than <sup>either</sup> accuracy or method. I am sure the writer's French colleague got the point of their emails despite the flaws and subsequently, <sup>15</sup> I feel that (where business especially is concerned) we should all try to understand each other — even if we are wrong, at least we can say we</p>	<p><b>14</b> The candidate offers further personal opinion in returning to the original issue of the rise of Mandarin as a possible global language, making reference to the passage.</p> <p><b>15</b> The candidate continues to focus on the business context of the passage.</p>

Example candidate response – high, continued	Examiner comments
<p>have tried.</p> <p>Conclusively, this article highlights the debate <del>of</del> over English's future as a global language, bringing across the point that English will most likely survive as the global language of choice yet stating that this in no way means it is a better language than others — just a more widely spoken one. <b>16</b></p>	<p><b>16</b> The conclusion is a succinct precis of the main argument of the passage provided.</p> <p><b>Total mark awarded = 19 out of 25</b></p>

### How the candidate could have improved the answer

Where the candidate made reference to examples from wider experience or reading concerning the use of language in various countries, the writing demonstrated a loss of register. The answer could have been improved by maintaining an appropriate register and by not using the quotes, as these provided a tendency to generalised assertion. These sections of the response were rather prolonged and could have been further improved by the candidate writing in a more succinct style.

The candidate could have improved the answer by applying theory to the linguistic issue, such as those theories put forward by Kachru, Diamond or Crystal.

## Example candidate response – middle

## Examiner comments

## REGULATED WORK

→ Robert Phillipson

monolingualism can make communication universal

↳ also imperialism

unifying

yet divisive – elite, classism, disrespect of traditions, loss

## ISSUES

## LANGUAGE DEATH

basic requirement

economic requirement for advancement ~~global business~~

large population studying English

women advancement → equality ①

barriers +

Crystal, Phillipson

↳ experience

Language is argued by many to be one of the most miraculous aspects of human development. ~~The~~ <sup>Its</sup> diversity, moreover, is described by David Crystal as a "mosaic of visions" and ~~is~~ a mark of evolutionary development. ~~It~~ Therefore becomes a particular concern when this diversity depletes and shifts a community to be monolithic in the most popular of languages, English.

②

The most populated country in the world, China, is reported to have an exponential increase in English literacy according to the magazine article. The author informs that English language will become a requirement for the Chinese labourers as "a basic skill needed for the entire workforce." ~~in~~ <sup>3</sup> ~~some way that~~

Through English language literacy being ~~access~~ An advantage of this would mean that English literacy will not only be ~~preserved~~ preserved to the elite community, giving them distinctions that can be divisive of the population and create classist tensions ~~between~~ between individuals. Several

① The candidate prepares a short plan from which to focus the response.

② The introduction offers generalised assertion.

③ The candidate now refers to the passage and interprets advantages of learning English.

## Example candidate response – middle, continued

## Examiner comments

countries have suffered this. In Indonesia, newer generations ~~of~~ of children have <sup>been</sup> reported to ~~not only~~ <sup>not only</sup> communicate principally in English with some aptitude in Bahasa, but to take pride in the social status that **4** elevates them in not knowing their ~~the~~ mother tongue. David Crystal views ~~the~~ <sup>such</sup> cases like these as the <sup>vestiges</sup> of British colonialism left in ~~the~~ these countries as well as the English predominance in computer literacy. The latter factor is confirmed by the writer ~~in~~ <sup>in</sup> the article with the mention of ~~technology~~ <sup>technology</sup>-based ~~labor~~ <sup>labor</sup> ~~having~~ <sup>having</sup> favored several English speakers: "... in telecom, there is a good chance they speak English. For instance, the ~~Finnish~~ Finnish telecom concern Nokia and German business software company SAP both use English as their official language." **5** Clearly, the obligation of English Language Studies will ~~sure~~ <sup>be</sup> of great convenience to people ~~the~~ who seek jobs in the ~~above~~ <sup>above</sup> services. However, the ~~continuing~~ <sup>persistent</sup> ~~increase~~ <sup>increase</sup> ~~in~~ <sup>in</sup> persistence in having several business sectors, ~~regulated~~ <sup>regulated</sup> ~~in~~ <sup>in</sup> particularly ~~in~~ <sup>in</sup> with technology, regulated in English communication ~~will~~ <sup>will</sup> ~~prevent~~ <sup>prevent</sup> people of other tongues to pursue careers. Not everyone can become proficient in a new language ~~for~~ <sup>for</sup> work and as of this era, the influx of refugees can bring a ~~wide~~ <sup>wide</sup> large population of foreigners with the required skill. **6** ~~It~~ <sup>It</sup> ~~has~~ <sup>has</sup> been reported that these groups struggle greatly to assimilate to ~~the~~ languages and still find it a hindrance to their success. It seems rather unjust, to ~~the~~ <sup>the</sup> obligate ~~population~~ <sup>population</sup> communities to deviate from their identity, their own language, because the ~~government~~ <sup>government</sup> does not ~~keep~~ <sup>keep</sup> ~~diversity~~ <sup>diversity</sup> in the ~~opportunities~~ <sup>opportunities</sup> that the nation provides. The point of struggling to be apt in a second language is light-heartedly and

**4** The candidate offers examples from wider reading or wider personal experience.

**5** The candidate selects appropriately from the text in order to examine comments gained from wider reading.

**6** The candidate presents a counter-argument and then proceeds to refer to contemporary global political difficulties, demonstrating appreciation of the wider implications of the linguistic issue.

Example candidate response – middle, continued	Examiner comments
<p><del>can</del> comically made by the author of the article as well, in a brief anecdote over writing <sup>to</sup> emails in French <del>where</del> his <del>French</del> <del>colleague</del> <del>called</del> for "en haut... en effort" my Parisian colleague declared "adorable." <b>7</b></p> <p>Despite the writer's acknowledgment of this struggle, (s)he maintains a <del>neutral</del> opinion and perspective in the use of Global English (Elokish, as <del>it</del> theorists have <del>so</del> termed). The reader is left to his/her own opinion as the author writes: "for better or worse - it seems that English may be the most essential language for global business". As a reader, I can see a positive aspect to this fact when it comes to the advancement of women in the workforce, <del>at</del> a point made by the author: "women speak better English than men." <del>At the same time</del> In a world where misogyny and patriarchy is prevalent, the English <del>language</del> language can offer <sup>many</sup> women the opportunity to break from oppressive systems and find more career options that <del>will bring</del> <del>bring</del> equality. <b>8</b></p> <p>English as a global language can <del>break</del> shatter the barriers individuals across the world have, giving them the same foundation of understanding and communication. Yet it all comes with a price. <del>For</del> Other languages will have to die <del>with</del> and communities will have to be hindered from economic advancement. All need to be in consideration when people are made to learn a language in obligation. <b>9</b></p>	<p><b>7</b> The candidate appreciates the humour of the passage while appreciating the depth of importance of the linguistic issue.</p> <p><b>8</b> The candidate offers personal opinion on the gender issue of English language learning.</p> <p><b>9</b> The candidate briefly comments on language death and language learning as an obligation.</p> <p><b>Total mark awarded = 12 out of 25</b></p>

### How the candidate could have improved the answer

The response opened with an assertive statement and a comment from Crystal. These did not demonstrate direct focus on the question, so the introduction to the essay was not relevant. The candidate could have improved the answer by using an introduction which immediately addressed the question.

The candidate offered further assertion in the discussion on gender and English language learning. The answer could have been improved by positively exploring the ways in which English language learning by women can fulfil international business requirements, rather than generalising on misogyny, patriarchy or oppression.

The conclusion made only brief mention of language death and language learning by obligation. The answer could have been improved by a fuller and more developed exploration of these two linguistic issues.

Example candidate response – low	Examiner comments
<p>English as a global language.</p> <p>For english language, we can say that it has brought many people across the globe together. Giving them the opportunity to learn about something new, something different. <b>1</b></p> <p>Although english is the most spoken language of the world but there are some countries some ethnicity that donot speak english. But that being said it is also notable that for better economic <b>2</b> growth, english language is an important factor. Like mentioned in the extract, english language is taking over the mandarin language of china. It is growing in dominance and now many people are preferring english over the traditional mandarin. <b>3</b></p> <p>There are some issues that arise while opting to change language. First of all a new study done by EF showed that it is it says that it is not that hard for eu citizens to learn / speak a second language as compared to american citizens. <b>4</b></p> <p>Non english speakers have to contact each others in their language for them to understand and respond</p>	<p><b>1</b> The candidate opens by giving positive views on the issue of English as a global language.</p> <p><b>2</b> The issue of English as a global language and economic growth has been addressed.</p> <p><b>3</b> The candidate discusses part of the first paragraph of the context provided.</p> <p><b>4</b> There is evidence of some misreading of the context provided.</p>

## Example candidate response – low, continued

## Examiner comments

without any problems. This can take up a lot of time which can be used to do some thing else. **5**

Secondly the use of english language should be wide or big enough so that inter communication within an organization who have offices in different countries face no problem while conveying important messages because it happens ~~some~~ ~~is~~ sometimes that a message is wrongly interpreted by a non-english speaker. **6**

Thirdly, another main problem that came up in the study was that international sectors of an organization or a country use english language but the local sectors don't. This brings about many ~~to~~ problems. For example communicating with store managers or shop keepers while travelling. Many businesses & countries of non-english origin have made english their official language and it is used in offices but the low ~~test~~ tier staff or local people are not speaking english, thus creating problem for those english speakers that interact with them. **7**

Fourthly, ~~that~~ many people of different cultures & ~~at~~ religion oppose the use of english, and punish those who even try. For example when

the bible was translated from latin to english in 1200s, the roman catholic opposed it. They burned the people who started worshipping in english. **8**

**5** Loss of focus on the question.

**6** The candidate attempts to explain difficulties faced in international business communication.

**7** The candidate offers a paraphrase of the penultimate paragraph of the context provided.

**8** Attempts to demonstrate evidence of wider knowledge although focus is not maintained on the question or the context provided.

Total mark awarded =  
5 out of 25



### How the candidate could have improved the answer

At times, the candidate lost the focus of the question in an attempt to demonstrate evidence of wider reading. This resulted in the latter part of the response becoming irrelevant. The answer could have been improved, therefore, by maintaining focus throughout.

Parts of the response merely paraphrased sections of the passage. The candidate could have improved the answer by, instead of paraphrasing, selecting an idea from the passage, inserting a short quote to evidence the argument, and then providing an explanation and development of the idea by applying knowledge from wider reading.

There was some evidence of misreading the context. Had this not occurred, and the candidate had used a linguistic stance, a discussion regarding the language complacency of native English speakers would have attracted further marks.

### Common mistakes candidates made in this question

A common mistake which candidates made in Question 2 was to take inadequate account of the focus of the passage provided, and instead write about other issues concerning English as a global language not covered by the context. The passage, or passages, always have a direct focus – for example, language learning to facilitate international business – and candidates should have taken notice that the question asks for reference to specific details from the passage.

On the other hand, some weaker candidates chose simply to rewrite the content of the passage provided into their own words, with the response resulting in a chronological paraphrase. This method did not demonstrate a candidate's own ideas, nor any knowledge gained from wider study or experience, which is what was required in this question.

Commonly, weaker candidates chose to write a lengthy historical account of the growth of English as a global language, leaving themselves short of time to explore fully the linguistic issue presented.

## Question 3

Example candidate response – high	Examiner comments
<p>2) PLAN</p> <p>Int   Father &amp; Daughter - Domestic - Role playing ✓ Two-word phrase going into telegraphic - correct ✓</p> <p>Pha   "THERE" - Impressive ✓</p> <p>LXS   (Nelson) - Nouns - Social words - Actions ✓ (Struggles with pronouns (Aitchison) ✓ ↳ In an attempt to not use ✓</p> <p>Stx  </p> <p>Prg/Smt   Well mannered "hello". Is confident in associations negative parasitically ✓ Seems unable to focus on the location ✓ shep</p> <p>CDS   Questions - interaction ✓ Formulating her with two-part exchanges ✓ recourse "in the box" - recasting ✓</p> <p>Nv.N   Her social skills demonstrated and ✓ interaction question Chomsky's ✓ theories.</p> <p>①</p>	<p>① The candidate has provided a well-organised plan.</p>

## Example candidate response – high, continued

The **2** the given transcript is a dialogue between Rebecca (1 year and 10 months) and her father. It can be assumed that the exchange is taking place in a domestic environment and that the child is familiar with their environment and is therefore relaxed. Rebecca and her father are in a roleplay game in which Rebecca is a shopkeeper and her father is a customer. **3** According to Aitchison's table of developmental stages, being aged 22 months puts Rebecca in the late stages of what is known as the "Two-word phase". **4** We can assume that the recording of the conversation is covert as no evidence of Observer's Paradox within the transcript suggests otherwise.

In general, Rebecca's phonological development is rather more advanced from where theorists such as Aldridge believe most children her age should be. **5** She has acquired ~~more~~ a wide range of such as vowels and voiced plosives (the former latter demonstrated by her common utterance of the word "peas") but Aldridge's table of sounds places the fricative 'th' at a much later stage of child's development, as late as 7-years-old. However, Rebecca is able to use the word

## Examiner comments

**2** This is, in fact, a response to Question 3 and not Question 2.

**3** The candidate correctly identifies the purpose and context of the discourse.

**4** The candidate correctly identifies Rebecca's stage of language acquisition and uses an appropriate theoretical model to support the point.

**5** The candidate is assertive and is able to apply theory to a phonological argument which is then developed by an explanation of child language acquisition theory and examples from the transcript.

## Example candidate response – high, continued

## Examiner comments

"THERE" without any evident fault, proving that this aspect of her development may be further ahead than most children's

Most of Rebecca's lexis fall into three categories. Firstly is general nouns such as "box", "peas", "shop" and so forth, clear indicating her confidence in labelling certain objects with sounds and words. Secondly, **6** actions like "come (-) come (-) come" to indicate ~~for~~ for her father to follow her. And thirdly, social words such as "hello", "alright", "yes" and "no" to reinforce her own imagined **7** role as a shopkeeper as well as practising her developing pragmatic awareness. However, her lexical acquisition is still fairly limited as she does not seem to use pronouns to give clearer meaning to her utterances. **8** According to theorist Nelson, this pattern of speech is common in children of Rebecca's age and stage of development.

When discussing ~~about~~ Rebecca's syntax, it is important to acknowledge the fact that within the "Two-word stage" children's syntax **9** is only just beginning as they experiment with putting two words together in one phrase. Rebecca succeeds in doing so multiple times saying "in box" (preposition + noun) and "find peas" (verb + noun)

**6** While identifying linguistic features, the candidate refers confidently to language structures with technical terminology.

**7** Here, the candidate analyses linguistic features while referring back to the context and purpose.

**8** The candidate discusses how the child could give clearer meaning and briefly introduces a further theorist to support the point.

**9** The candidate confidently discusses syntax with appropriate examples being labelled correctly.

## Example candidate response – high, continued

However, her lack of <sup>10</sup>pronoun acquisition presents her with some structural difficulties. Instead of stating "in the box I think" she says "in box (:;) think", demonstrating her lack of either confidence or understanding in using both articles (such as "the") and the pronoun "I" rather covering up her error with a pause (:).

Berko & Brown (1960) famously found that "understanding exceeds <sup>11</sup>production" when it comes down to children acquiring language. Although their research shows this in terms of phonological development, it can also be found in semantics. Rebecca, with her limited lexis can only understand and use certain words in order to gain a desired response, for example choosing the words "pretend shop" to express what she wants, clearly understanding that the full phrase is "pretend this is the shop" but saying only the key words she fully understands. <sup>12</sup>Although she does not show some pragmatic awareness through her salutation at the beginning of the transcript through the imaginative roleplay, she also demonstrates her struggle to focus on certain aspects of her imaginary situation like the positioning of her shop as she "knows" moves across the room" and

## Examiner comments

<sup>10</sup> The response is articulate and fluent and offers insight into how the child's syntax acquisition falls into an early stage.

<sup>11</sup> The candidate now begins to develop the response from initial discussion on phonological, lexical and syntactical acquisition through to semantics, applying new theoretical explanation.

<sup>12</sup> There is further linguistic exploration here as the candidate discusses pragmatics within the imaginative role play.

## Example candidate response – high, continued

"climby over the table."

The father, as Rebecca's caregiver is having do a lot <sup>13</sup> of what Pamela Fishman refered to as "interactional shittwork" by asking questions within his role as the "customer". "is there any orange juice?". This in term gives Rebecca new imaginative situations to work with, teaches her to intonate at the end of questions to give them a distinct sound "↗" as well as familiarises her with two-part exchangers "please could i have some water" / "yes", espectively keeping the conv interaction going. <sup>14</sup> Furthermore, the father also recasts certain information given by his daughter. For example, when Rebecca says "in box", the father responds with "in the box", including the article in the hope of increasing her lexical understanding.

Spiner was a behaviourist who believed that language was learnt through association, imitation and reinforcement. However, linguist Noam Chomsky challenged Spiner's belieg, believing that children all over the world have an innate Language <sup>15</sup> Acquisition Device (LAD) within the brain that naturally acquires grammar when exposed to a language. However, Chomsky simply fails to acknowledge

## Examiner comments

<sup>13</sup> The candidate provides explanation and exploration of the father's role as linguistic caregiver by briefly discussing theory and providing appropriate examples from the text.

<sup>14</sup> The candidate correctly identifies the father as recasting rather than correcting his daughter's utterance.

<sup>15</sup> The candidate explains the contrast in the two linguistic theories discussed.

Example candidate response – high, continued	Examiner comments
<p>that social interaction is essential for a child to be able to use a language effectively in social situations. Broad and Sachs' research on the child known as "Deaf Jim" show that children do indeed more than just mere exposure to language in order <sup>16</sup> to be able to use it successfully. As we see in the transcript between Rebecca and father, interactions such as the roleplay game they are playing are fundamental in helping a child develop ways to be creative through language and understand more social conventions in language rather than merely grammatical conventions. Therefore, Skinner's ideologies that a nurturing social environment is the key to a child successfully acquiring language and social awareness is supported in Rebecca's roleplaying game.</p> <p>In conclusion, it is beyond the scope of this essay to consider the theories further given the wider reading and the limited transcript available, but many <del>are</del> conventions that such theorists believe in are <del>apparent</del> apparent with Rebecca's exchange with her father and we are to assume that as a result, Rebecca is successfully acquiring the language skills needed for adult life.</p>	<p><b>16</b> The response contains evidence of a good deal of wider reading and confidently applies this to the context provided.</p> <p><b>Total mark awarded = 22 out of 25</b></p>

### How the candidate could have improved the answer

The penultimate paragraph was somewhat lengthy. The candidate could have improved the response by writing more succinctly, or by using fewer examples (such as the one provided regarding Deaf Jim) to illustrate the point made.

The candidate identified phoneme /p/ as a voiced plosive, rather than an unvoiced plosive. To improve the answer, the candidate should have been accurate in labelling phonological ingredients.

Example candidate response – middle	Examiner comments
<p>The conversation carried out between Rebecca and her father takes place in a known environment of a room, <del>It is</del> in which an imaginary shop is created. It is, therefore, taken place in a non-threatening environment where the development and experimentation of Rebecca's language can flourish. <b>1</b></p>	<p><b>1</b> The response opens with a confident assertion regarding the context.</p>
<p>The conversation commences with "hello" an indication of Rebecca's cognitive ability on how to start a conversation, followed by her dad's response, effectively starting the conversation, and shopping scene. It is therefore evident of Rebecca's capability of language. <b>2</b></p>	<p><b>2</b> The candidate continues to offer assertion.</p>
<p>Rebecca's <del>intuition</del> <sup>intuition</sup> is further portrayed by her response to her father initiating wanting to buy something from her shop. Her response: "right. Peas. Peas." indicates her natural ability to respond to a <del>a</del> statement, evidence of. <b>3</b></p> <p>Chomsky's nativism theory, Rebecca has a natural ability of a language acquisition device, to commence in the conversation. A second example of Chomsky's theory is portrayed: "there- shop. Picten d shop" when she shows her <sup>natural</sup> ability to formulate a statement with basic grammatical features.</p>	<p><b>3</b> The candidate selects appropriately from the transcript in order to demonstrate knowledge of child language acquisition theory, on which some brief comments are provided.</p>
<p>The father prompts his daughter's thinking process and the flow of conversational by asking <del>Prompted</del> questions through intonation: "come where" to prompt Rebecca in verbally responding with the obvious answer. This feature actively teaches Rebecca's understanding of language reinforcing the</p>	



## Example candidate response – middle, continued

## Examiner comments

structure of **4** sentences in her head. Further reinforcement is used by her father; "but, yes. I'll have some" to continue the direction of conversation, positively encouraging a response from Rebecca. The use of questions and reinforcement is an example of Skinner's behaviourism, as in order for the conversation to commence and flow logically, questions and reinforcement is used to encourage Rebecca whilst simultaneously teaching her <sup>the</sup> grammatical structure of her responses. **5**

The lexis of a child Rebecca's age is simple; "shop", and the grammar is basic; "don't know", and this enables one word, two word and the telegraphic stages of speech to be explored. Whilst Rebecca uses one or two words; "there" and "in box" it is evident she has reached the telegraphic stages of speech; "there. shop. pretend. shop" by **6** using three to four words in response to her father. The telegraphic stage enables her to express commands to her father, enabling him to understand and force the conversation in the direction she imagines. "In box" is a command representing Halliday's illustrative command as by stating this she means to inform her father that it is in the box. "Come, come, come", using three words, she is able to use a regulatory command (Halliday) to order her father to go to the shop. **7**

Rebecca evidently portrays her ability to logically demand and notify her father through basic grammar and

**4** The candidate attempts to explore language and structure with comment on the father's role in the interaction.

**5** There is some development as the candidate continues to explore the father's utterances with a brief comment on the work of Skinner.

**6** The candidate correctly identifies the stage of language acquisition which the child has reached, and selects appropriate evidence from the transcript.

**7** The candidate applies language acquisition appropriately, offering a more developed explanation.

Example candidate response – middle, continued	Examiner comments
<p>telegraphic sentence structure. This is a reflection of her cognisance and ability to portray her cognitive understanding of her father's prompts and questions. "Peas-peas-peas" she portrays her knowledge that you can buy peas at a shop. Although her cognisance is not yet <del>as</del> as eternally <del>relatabl</del> relatable and understandable to others other than her father; "this is a funny old shop", she effortlessly concluded with evidence of her memory; "Peas.um.um", remembering what her father wanted. Throughout the conversation her father had prompted the idea of peas when she went off track; "rice", and it is evident it was successful in reminding her. "find find peas" is evidence to Rebecca's ability to round off a conversation, and her cognisance towards the purpose of the conversation (Piaget's cognitive theory). <b>8</b></p> <p>Rebecca portrays her acquired language acquisition through Skinner's behaviourism theory as her father uses imitation techniques and reinforcement to prompt her thought process and development of language. Rebee The conversation is effectively carried out through her <sup>natural</sup> ability to form basic grammatical sentences, evident to Chomsky's nativism theory. Along with her cognisance to the topic of conversation and basic telegraphic sentences, the pair are able to carry out a logical and descriptive scenery of a shop. <b>9</b></p>	<p><b>8</b> The candidate has attempted to apply Piaget's theory of cognitive development with a very brief mention.</p> <p><b>9</b> The conclusion is a concise rewording of the body of the essay.</p> <p><b>Total mark awarded = 12 out of 25</b></p>

### How the candidate could have improved the answer

The candidate tended to make assertions. The answer could have been improved by providing developed, rather than generalised, comments on the stage of language acquisition of the child in the second paragraph.

The response demonstrated some wider reading of child language acquisition theories. However, these were not always explained, therefore the candidate could have improved the answer by writing in a more precise manner, with appropriate selections from the transcription as evidence. This was particularly relevant in the section regarding Piaget, whose name was only briefly mentioned.

The candidate commented on the purpose of the father's questioning technique to an extent. To improve the answer, the candidate could have developed an argument concerning caretaker speech and the way Rebecca reacts in her turn-taking.

Overall, the answer could have been improved by using more linguistic terminology throughout the essay.

Example candidate response – low	Examiner comments
<p>The language <sup>style</sup> used in this conversation between rebecca, age 1yr to months &amp; her father is rather very informed and casual. This can be proven by the sentences said by rebecca that are short and without any proper structure <b>1</b> For example "in box (.) think". They are using language that befits them short and child like; the one of 1yr to months would use.</p> <p>A lot of reference is given by both of them to what they've previously said as well as gestures used by little rebecca. It can be seen that lots of short/micro pauses are used by rebecca in her sentences almost like stopping and <b>2</b> thinking of what to say next. In this conversation the emphasis is given on Peas. Her father wants to buy Peas from rebecca's imaginary shop. <b>3</b></p>	<p><b>1</b> The candidate attempts to spot features of the discourse and provide a basic comment which does not take a linguistic stance.</p> <p><b>2</b> The candidate spots further features using the correct terminology, with basic comment.</p> <p><b>3</b> The response demonstrates some understanding of the context provided.</p> <p><b>Total mark awarded = 2 out of 25</b></p>

### How the candidate could have improved the answer

Often, a response is brief when a candidate has insufficient time left to complete the essay. However, even in short responses it is possible to achieve some marks. In this case, although the response was brief, the candidate could have improved the essay by using linguistic terminology instead of generalised standard English.

Some language features were spotted and if the candidate had provided more than a basic comment regarding these, more marks would have been awarded. The stage of language acquisition in the child was not identified, nor was there any reference to language theory. The candidate selected some quotes from the transcription but comments lacked precision and ideas were undeveloped.

Overall, the candidate appeared to have understood the context. A fuller exploration of language acquisition through imaginary play would have improved the response.

### Common mistakes candidates made in this question

In Question 3, a mistake commonly made was to wrongly identify the stage of language acquisition in the child. There was evidence in the transcription of holophrastic and telegraphic speech and Piaget's pre-operational stage. Often candidates described the child's utterances as 'holographic' and 'telephrastic' in error. Candidates should be aware of the importance of using linguistic terminology fluently and correctly.

In selecting theories to apply to their analyses, some candidates chose to write about the work of Grice, Tannen or Lakoff. It is important to retain focus on child language acquisition in Question 3, which has specific demands that are quite different from those in Question 1. Therefore mention of theorists specialising in gender or politeness, for example, were inappropriate.

Many candidates referred to the child's early stage grammar and syntax examples as 'mistakes'. More accurately, these examples could be termed 'virtuous errors' with an opportunity to open a discussion on the work of Chomsky.

Weaker candidates stated that the adult's function was purely to teach the child. This was a missed opportunity to explore how language is acquired through play, where discussion on the Hallidayan imaginative, representational and regulatory functions would have been stronger.



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Version 0.1

